



**Maynooth
University**
National University
of Ireland Maynooth

PUBLIC EDUCATION REVISITED: ON THE PAST, PRESENT AND FUTURE OF AN EDUCATIONAL IDEAL

A series of six public seminars organised by the **Centre for Public Education and Pedagogy** at Maynooth University, Ireland

Public education as education funded by public means, democratically accountable, and accessible for everyone, has a rich and diverse history in many countries around the world. The critical question now is whether it still has a future and, if so, what that future might look like and what it requires to make it happen. These questions are particularly urgent because of the rise of marketisation and privatisation in education and the ongoing grip of the global measurement industry on definitions of education quality. In a series of six public seminars, organised by the Centre for Public Education and Pedagogy at Maynooth University Ireland, presenters will reflect on these questions and present their views about the past, present and future of public education.

The seminars take place on the campus of Maynooth University, from 16.30-18.00 and are open to staff, students, and members of the public.

The seminars will be chaired by Professor Gert Biesta and Professor Carl Anders Säfström.

PROGRAMME 2018 -2020

Wednesday 24 April 2019: Teaching Lab -Room 1.37, First floor of AHI - Iontas

Evental Education

This presentation explores how to link art and education through the concept of the event. The educational character of the event is the blind spot or 'void' of dominant educational ideologies of efficiency, accountability and transparency. This presentation will explore this 'void' through large-scale public art projects and programmes which set out to engage participants around the purpose of education through artistic methodologies at marginal sites of exchange.

Speaker Dr. Glenn Loughran, Lecturer in Fine Art DSCA, TU Dublin, City Campus.

Glenn Loughran is an Artist and Lecturer at the Dublin School of Creative Arts (TU Dublin). He is programme co-ordinator of the unique B.A in Visual Art on Sherkin Island (B.A.V.A) and head of Artistic Research at the Graduate School of Creative Arts and Media (GradCAM). Presenting Nationally and Internationally his work has developed hybrid forms of artistic research at the intersection of pedagogical process, artistic intervention and evental philosophy.

Thursday 20 June 2019: Seminar Room 1.33, First floor of AHI - Iontas

Language, Democracy and Public Education

In this talk I will look critically at ways in which a particular kind of language, one replete with acronyms, technical terminology and sloganeering, has come to form (or deform) the notion of an educated public. Moreover I shall consider ways in which this language prescribes what is “public” about public education and explore how surreptitiously imposed linguistic constraints present complex problems pertaining to democracy. I shall argue for a public philosophy that is attuned to the language of education and treats it as a central field of concern. Moreover, I shall suggest that a democratically oriented public philosophy that is tone deaf to linguistic matters is in danger of unwittingly reinforcing a democratic deficit as regards education. These issues will be explored with reference to educational initiatives such as Philosophy for Children

Speaker Dr. Ian Mundy, Senior Lecturer in Philosophy of Education, School of Education, NUI Galway

Ian Mundy’s background is in philosophy and English literature. He obtained a PhD in philosophy of education on the topic of performatives and performativities in education. Ian is currently working as a Senior Lecturer in Educational Philosophy in the National University of Ireland Galway. His research focuses on the language of education, creativity and problem solving. Ian is Convenor of the philosophy of education network at the European Conference on Educational Research.

Wednesday 2 October 2019: Seminar Room 1.33, First floor of AHI - Iontas

Historical Memory and Democratic Citizenship Education in Poland

In this paper, I will build on my ongoing ethnographic research of school-based citizenship education, in which I focus on how overlapping claims of community, nation and world frame young people’s civic learning and identity. My research, which is taking place at a critical moment in Polish post-1989 democratic politics, shows how teachers and youth struggle to navigate the pro-European discourse of transnational integration and the deepening nationalism permeating both curricula and public sphere. Approaching schools as sites at which political dispositions and identities are generated, I am particularly interested in how historical memory - the ways in which “groups, collectivities, and nations construct and identify with particular narratives about historical periods or events” (Hite 2011) - can conflict with both state historical narratives and the global “policyscapes” (Carney 2009) of liberal multiculturalism and political participation dominating contemporary approaches to democratic citizenship education.

Speaker: Professor Hana Cervinkova, Department of Anthropology, Maynooth University

Hana Cervinkova has recently been appointed to the position of Professor of Anthropology at Maynooth University. She holds a Ph.D. in anthropology from New School for Social Research

(2004). Before joining the Maynooth faculty, she spent sixteen years working in Polish and Czech academic institutions pursuing research and building international academic programs at the nexus of anthropology and education. She is the former Vice-President of the European Association of Social Anthropologists (EASA) and a member of the Council on Anthropology of Education of the American Anthropological Association (AAA). In her research, Cervinkova focuses on transformation processes in Central Europe with particular focus on education, citizenship, memory and urban space.

Wednesday 20 November 2019: Seminar Room 1.33, First floor of AHI - Iontas

Enhancing collaborative, transformative and democratic possibilities for the future

While the growth of managerialism, marketization and performativity has had a considerable and growing influence in education globally, driven by the rise of neoliberal regimes; this presentation explores how its impact is mediated within politics and cultures of different educational contexts and sectors. It performs pedagogical responses which seek to enhance collaborative, transformative and democratic possibilities for the future.

Speaker: Dr Bernie Grummell, Departments of Education and Adult & Community Education, Maynooth University

Bernie Grummell is a Senior Lecturer in the Departments of Education and Adult & Community Education, Maynooth University. Her research explores the landscape of social justice and transformation across different sectors of education and society. Current research projects include working with colleagues to support adult literacy services in the national ETBs to develop greater inclusion of people with intellectual disabilities and the *Disciplines Inquiring into Societal Challenges* (DISCs) project enhancing inclusion in higher education. With Michael Murray, she is currently a co-director of the Centre for Research in Adult Learning and Education in the Department of Adult and Community Education.

Wednesday 22 January 2020: Seminar Room 1.33, First floor of AHI - Iontas

Valuing Values in public education

In this talk we will explore the increasing move towards neoliberal conceptions of quality in education across Europe in recent years, with emphasis on standardisation, narrowing of curriculum and focus on 'accountability' through quantitative measurement of outcomes. By deconstructing issues of gender, care and inclusivity, we will interrogate the potentially negative effects of neoliberalism for public education. In particular, the audit culture employed in schools, early years settings and the systems within which they function, can have important implications for performative and public masculinities. We will argue instead for a future conception of quality in public education that embraces relational, inclusive and holistic values.

Dr. Suzanne O'Keeffe, Froebel Department of Primary and Early Childhood Education, Maynooth University, and, Dr Leah O'Toole, Froebel Department of Primary and Early Childhood Education

Suzanne O'Keeffe's background is located within the disciplines of education and sociology. In 2016, Suzanne graduated with a PhD in the field of education with her dissertation titled, 'Male Primary Teachers' Understandings of Masculinities and their Impact on their Lives', which explores a wide range of contemporary questions focusing on teacher identity, care, solidarity and other variables

of social analysis. She is currently working as a lecturer of Education within the Froebel Department of Primary and Early Childhood Education at Maynooth University. Suzanne's teaching responsibilities centre on Sociology of Education and Social, Political and Health Education (S.P.H.E.) and her main research interests include care theory, feminist research designs and masculinities.

Leah O'Toole is a Lecturer in Early Childhood Education in the Froebel Department of Primary and Early Childhood Education in Maynooth University. With an academic background in Psychology, her research interests include extending bioecological theory to incorporate interdisciplinary thinking, and she is the co-author of *Introducing Bronfenbrenner: A Guide for Practitioners and Students in Early Years Education*, (Routledge). Her work challenges neoliberal conceptualisations of early education and care (ECEC), and advocates for high quality ECEC based on relational, holistic and inclusive approaches, for example through the Erasmus+ funded THRIECE (Teaching for Holistic, Relational and Inclusive Early Childhood Education) project.

Thursday 12 March 2020: Teaching Lab -Room 1.37, First floor of AHI - Iontas

Revisiting the rhetorical curriculum in public education

In this talk I will explore what a rhetorical approach can bring to discussions on the future of public education. On the one hand I will discuss the contemporary relevance of introducing rhetoric as a subject *in* public education and on the other hand I will discuss the implications of positioning public education itself *as* a rhetorical practice.

Speaker: Professor Dr. Kris Rutten, Department of Educational Studies, Ghent University

Kris Rutten studied Art History and Comparative Cultural Studies, and obtained a PhD in Educational Sciences with a dissertation on the rhetorical and narrative turn in education. He is currently working as an assistant professor at the Department of Educational Studies of Ghent University and specifically within the research group Culture & Education. His main research interests are the rhetorical and narrative turn in education, the rhetoric of cultural literacy and arts-based research. He is the president of the Rhetoric Society of Europe (RSE) and he is also the president of the Flemish Reading Foundation (Iedereen Leest).

All Welcome!

Carl Anders Säfström & Gert Biesta
Centre for Public Education and Pedagogy
